

PD-ABA-114  
6/2/86

M E M O R A N D U M

TO: Patricio Maldonado, Program Officer, USAID/Ecuador  
FROM: Matt ~~Re~~mour, LAC/DR/EST  
SUBJECT: Country Training Plan - FY 86 - 87

I submit for your review the subject Plan. We have gone as far as we could in the limited time here. Special attention was paid to develop:

- The "Cooperative Agreement" between US AID and USIS in the Mission Training Committee.
- English language training.
- Reinforcement of training ideas as explained in the narrative with projected figures and costs.
- Integration of the training Plan with priorities and objectives of the Mission's Action Plan.

The biggest constraint has been the inability to cut down the LAC II "wish list" to realistic figures and costs. There is no way the Mission could receive \$2.8 million for LAC II for FY 86 & 87. Further work needs to be done to get the requested funds in line with the \$450.000 per year specified in the CLASP project paper. I ~~hope~~ we can keep in contact to resolve this issue.

Similarly I hope we can be of support regarding assistance to the Guayaquil Chamber of Commerce, noted in Annex III.

Thank you for your assistance and cooperation.

PD-DBA 414.

USAID/ECUADOR

COUNTRY TRAINING PLAN, FY 1986 and FY 1987 (DRAFT)

DRAFT: FOR DISCUSSION ONLY AUGUST 1985

M. Seymour  
H. Schumacher Aug. 3, 1985

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ANNEX I    GENERAL PRELIMINARY GUIDELINES FOR A COOPERATIVE AGREEMENT BETWEEN  
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ANNEX II    INFORMATION ON THE ENGLISH LANGUAGE TRAINING CENTER (CILDSE)

ANNEX III    MEMORANDUM ON MEETING WITH GUAYAQUIL CHAMBER OF COMMERCE

## I. Introduction

USAID/Ecuador submits this two-year Country Training Plan (FY 86-87) for review by AID/W.

Purpose: This Country Training Plan (CTP) attempts to integrate training effectively with the Mission's portfolio as outlined in the Mission's Action Plan (FY 86-87). Since the Action Plan is for two years only the CTP is for the same period as well. The Mission believes that this CTP adequately blends specificity with flexibility in an attempt to plan, program, monitor and follow-up the training of participants. The overall objective is for training to reinforce project activities which have been programmed according to the priorities stated in the Action Plan. In addition the inclusion of the LAC II funds will enhance the Mission's flexibility to achieve its development objectives. In FY 88 the Mission intends to develop another CTP which will also parallel the next Action Plan. The CTP follows the outline in the instruction cable (85 STATE 009534) regarding training under the Caribbean and Latin American Scholarship Program (CLASP). In addition, training information is presented in a summary tabular form.

### Political and Economic Conditions

Ecuador is one of the poorest countries in South America. Its 1985 percapita GDP, estimated at US \$1440, hides broad disparities in income levels. 50 per cent of Ecuador's population of 9.5 million live in rural areas, but 40 per cent of the urban population and 65

per cent of the rural population are estimated to live below the poverty level. Less than 25 per cent of the rural population has access to potable water and even fewer have access to medical services. 40 per cent of all children under five years of age are malnourished, and disease incidence, especially malaria, is on the rise. Moreover 70 per cent of all rural children are forced to leave school by the fourth grade.

During the oil boom of the 1970's the Ecuadorean economy expanded rapidly. In the period 1980-83, however, the growth rate declined, and inflation and the external debt grew rapidly. The financial sector, lacking institutional development simply could not mobilize sufficient domestic resources to offset these debilitating trends. In addition, the agricultural sector suffered from natural disasters and the output declined by 27 per cent in 1983.

The GOE attempted to counter these downward trends through economic stabilization measures. These included devaluation of the sucre, restraints on public sector spending, import restrictions, and scaling up of interest rates towards positive real levels. By 1984 per capita GDP levels were up, crop output increased as did petroleum exports, and inflation fell to 25 per cent.

The GOE administration of Leon Febres Cordero, which came into office in August 1984, has continued and accelerated the process of policy adjustment to achieve economic stabilization. The Febres Cordero administration made decisions in exchange and interest rates which furthered the economy to be more competitive and market/export oriented. While the outlook for Ecuador's economy is moderately bright for the 1985-87 period, the GOE must continue stabilization efforts and structural adjustment. International oil markets and interest rates will continue to threaten the economy. In addition entrenched economic and political interest groups are likely to continue to challenge attempts by the Cordero administration to stabilize interest and exchange rates, monetary expansion, public spending and fuel subsidies.

A. USAID Priority Development Areas

AID's overall objective in Ecuador is to assist the GOE to stabilize the external sector and to restructure the economy along competitive lines. To achieve this objective, the Mission is working with the GOE and the private sector to generate a more competitive economy, a more efficient public sector, and improved distribution of opportunities related to basic needs.

Assistance to revitalize the economy and make it more competitive is the core of AID's program. The program centers around three program objectives financed by DA funds and with local currency generated from PL480 and ESF programs. These objectives are:

-Production and Productivity in the Private Sector. The objective is to increase production and productivity in areas of comparative advantage for employment generation. These are agricultural, agroindustrial and service areas. Within these areas AID will address policy, institutional and technological constraints that inhibit productive activities of entrepreneurs, notably those in small and medium sized businesses and farms.

-Reorientation of the Public Sector. The objective is to reorient selected GOE ministries and agencies to become more efficient in important fiscal management, administrative, and programmatic areas. It also is to establish a sound policy environment to support productive sectors of the economy, within the context of the market-oriented private sector approach adopted by Ecuador.

Basic Human Needs Sector. The objective is to increase and expand access to resources, infrastructure and services through low cost delivery systems in health, population, rural development, housing and nutrition to disadvantaged and vulnerable groups throughout the country.

Training from project funds and LAC II will reinforce these three sectors. That is, training activities will be a part of projects in each of the three sectors; those from the more flexible LAC II project will reinforce efforts to strengthen the private sector, to reorient the public sector, and to provide greater resources and services in the basic human needs sector. Estimates of program funds and training funds in these three areas are as follows:

	Program Funding		Training Funding	
	('000)	('000)		
	<u>FY 86</u>	<u>FY 87</u>	<u>FY 86</u>	<u>FY 87</u>
			LAC II/PRO	LAC II/PROJ
Private Sector	\$18429	\$23560	\$150 / 2321	\$150 / \$3243
Productivity				

Public Sector	\$5427	\$3800	\$150	\$130	\$150	\$110
Reorientation						
Basic Needs	\$9905	\$2250	\$150	\$714	\$150	\$520
Development						

*Totals*

B. Host Country Training Policy and Systems.

There is no formal training policy or system in Ecuador for sending participants overseas. Traditionally, training activities are defined by each Ministry, and selection of trainees is based on their qualification and the need for training. Selection is also based upon productivity and seniority of individuals. In the past AID attempted to centralize training and career development with the GOE, but nothing came of the effort. At most, the National Secretariat of Public Administration (President's Office) approves candidates' selection from the public sector. Even this is not a strong requirement as the current Administration tends to

favor participants in the private sector over those in the public sector. But here too, attempts to coordinate training are weak.

Under the LAC II project, USAID signs an agreement with various institutions depending on the demand and identified needs. In all cases, individuals identified for training are obligated to return to Ecuador and work for the sponsoring agency for a "reasonable" period of time -- one year of work for short term, technical trainees, and a period at least equivalent to the training period for long term, academic training. Public sector participants usually go to training under a "Comision de Servicios" (Official permission for training with pay) while those in the private sector go under their respective institutional sponsorship. Both types of trainees are expected to receive their salaries during training. The GOE or sponsoring institution gives assurance that the trainees' position will be reserved for them upon return.

## II. Training Needs and Constraints

The lack of institutional and professional capacities to conduct adequate policy analysis, planning, and implementation of programs is a serious constraint to the development of the productive sectors. A weak agricultural statistical system prevents adequate decision-making in both the private and public sectors. There are inadequate numbers of Ecuadorians with specialized training and work experience in the areas. Furthermore, there is a serious lack of middle-level managers and technicians to fill the agricultural finance marketing and extension services.

### A. Ecuador's Training Projections

Improving the human resource base of Ecuador is a priority for AID. Training projections are done on both a project and program basis. Project funds for FY 86 & FY 87 of about U.S. \$7,038,000 are allocated for training during the next two years. The LAC Training Initiatives project is allocating \$900,000 for FY 86 & FY 87.

Funding for FY 86 is proposed at \$1,565,000 for project and LAC II training in the United States with 128 participants planned to be in the United States during 1986. About 20 percent are studying in long-term academic training with 80 percent engaged in short-term technical programs.

B. USAID Sector Specific Training Assessments

Production and Productivity in the Private Sector

There has been a shift of emphasis from public sector training to the private sector. Producer associations, cooperatives, agricultural universities, and research institutions are all scheduled for human resources development. Weakness in agricultural financing, marketing and extension services have been identified but training in these areas has not matched the needs.

USAID training has focused on both academic training at the Masters degree level and short-term technical courses in the U.S. Project training has been limited to 6 participants in academic long-term training and 19 are planned for short-term technical training during FY 86. The LAC Training Initiatives have sent 3 trainees for academic studies from the Ministry of

Agriculture and technical universities and has plans for 3 additional academic trainees in FY 86. Technical short-term LAC TI has already sent three groups of 30 persons to the United States for on-the-job training in this program. Most of the trainees were small growers from the private sector. An additional 33 farmers are scheduled to go to the U.S. during FY 86.

Target groups are the following:

1.                    Producer associations such as:
  - National coffee growers
  - National cacao growers
  - National Dairy Cattle Producers
2.                    National Research Insitutute (INIAP)
3.                    Agribusiness for Non-traditional

Agricultural Exports

- Marketing services
  - Finance services
  - Extension services
4.                    National Forestry Program (PNF)

Basic Human Needs Sector

The challenge of meeting the health, nutritional and family planning needs will require a shift to greater private sector efforts and the introduction of cost-effective technologies. Training efforts have focused on public health and family planning with seven Master level trainees. During the present fiscal year about 12 professionals have participated in short and long-term programs.

Target groups will be identified by the public and private organization in the priority areas of health administration and management training. Long-term training will be planned in health administration, public health nutrition, food policy, and family planning. If the concept of health maintenance organizations (HMO's) is implemented, training in hospital and clinic administration and management will be critical. Coordinated efforts should be established among the various health organizations such as the Social Security Administration, the Ministry of Health, the National Nutritional Institute, the National Planning Council and the medical and allied health training institutions.

The housing guarantee program has used the Latin American Training Center in Panama for seminars on special topics related to urban development and low cost housing. About 10 participants have gone to the seminars during the past year. Middle-level management is the target area for improving the rate of housing construction and infrastructure. There are needs for establishing training programs in the following areas:

- Municipal Finance Management
- Regional Building materials
- Design options for low-cost housing
- Standards for low-cost housing
- Titling procedures and options

The organizations involved in the housing and urban development programs are the following:

1. National Housing Board (Build units, on-site infrastructure).
2. National Housing Bank (Provides 25 year loans)
3. Foundation of Mariana de Jesus (P.V.O. recruiting and processing of applicants).

4. Municipality of Quito (Off-site infrastructure and services).
5. Coop Housing Association in Washington D.C.  
(P.V.O.: Technical assistance and training).

#### Reorientation of the Public Sector

Improving the productivity of public sector officials in areas of fiscal management, administration and project planning is a focal point for training in this sector. In order to establish this important component in support of the productive sectors of the economy, training programs for selected government agencies are needed.

Target groups for training are:

1. Graduate Management Institute Staff: In order to implement this new institute, professional staff need to be trained at the doctoral level.
2. Ministry of Finance Staff: Training needs for managers, supervisors and technicians in the following activities:
  - Collection systems
  - Tax returns filing compliance systems

- Audit systems
  - Process systems
3. National Directorate of Personal and other agencies in the following activities:
- Human resources planning and management
  - Organizational development
  - Management administration
  - Training and teaching design and administration
  - Evaluation of training systems
4. National Directorate on Dangerous Drugs
- Narcotics use prevention program

C. Major Constraints to Participant Training

The necessity for English language proficiency reduces the pool of candidates that are qualified to enter directly into programs in the United States. A TOEFL test score of 500 is preferred. Consequently, the inadequate English capability of candidates can severely limit the pool of potential trainees. However, this aspect is being addressed by utilizing English training before the candidates are finally selected for a program.

The selection process is not systematized for attracting the most qualified candidates in the desired target population groups. Since, AID has numerous training activities going on at the same time, it is unable to implement the selection process in a timely manner. Insufficient lead-time often results in poor planning for the trainee. Scheduling of training programs without adequate time for the selection and programming may reduce the quality of the training.

The lack of adequate reward for long-term training may result in both inadequate numbers of qualified candidates as well as low utilization of the academic training upon return. Rewards are both intrinsic and extrinsic. Intrinsic rewards are the increased recognition and professional and social acceptance upon return for a program successfully completed. The sponsoring institution must provide a firm commitment to the training and recognize the increased capabilities of the trainee upon return. The extrinsic rewards are an adequate salary both during the training and an increased salary upon successful completion of the academic training. Without both reward systems functioning, the training will be unproductive in achieving the desired results.

Both public and private institutions often cannot release candidates for long term training, and in some cases, for short term training. There is not an adequate supply of personnel who can substitute or "cover" for candidates selected for long term training. Even when they can be released, there may be delays which cause programming difficulties.

The following are more specific constraints affecting training:

1. Inadequate training stipends and allowances for both the trainee and family limit the pool of candidates for long-term academic training. Professionals going abroad in their mid-career often cannot afford to bring their families for the program. This diminishes the success rate of long-term training and may eliminate candidates from the target groups.
2. Inadequate planning of the academic program in relation to the trainees' career objectives lowers the success rate. The level and type of training should be related to the project goals as well as to the institutional priorities.
3. Lack of appropriate incentives in the public sectors to keep the returnees working in their sponsoring institutions is a

problem especially at the Ph.D. level. Returned participants may leave their sponsoring institution or even emigrate for more profitable positions in other countries.

4. The AID policy of requiring sponsoring institutions to fund air travel [to] for training in the United States delays the programming of participants. Also, the inability of private institutions to pay the trainees a full salary when in the United States on an academic training program is a disincentive for candidates to become participants.

### III. Training Resources

#### A. Key Host Country Training Programs

Numerous training facilities and institutions are currently available in Ecuador. There are 17 universities and technical schools that provide a wide range of education and training. The three premier institutions are the National (or Central) University, Catholic University and the University of Guayaquil. Each of these institutions has technical faculties that provide training in such development areas as agriculture, health, medicine, education and nursing.

In addition to the agricultural faculties at the three major universities, there are seven agricultural colleges throughout the country. Most of these are in rural areas and provide the rural population with training at the undergraduate level. These schools train students in such agricultural areas as forestry, agronomy, soil science, plant science and horticulture. Graduates from these schools work as mid-level technicians in private sector agrobusinesses, in the Ministry of Agriculture, or independently. In effect, agricultural schools comprise the largest segment of professional schools in Ecuador.

The next largest segment of professional schools are polytechnic schools. There are five. Two are in Quito: the Polytechnic Institute and the Army Polytechnic Institute (ESPE). Then there is the Polytechnic School of the Coast (ESPOL) in Guayaquil. Finally, there are two regional polytechnic schools. Training is primarily in engineering, particularly in mechanical, petroleum and electrical engineering.

There are two schools in management training. One, called FLACSO serves high school graduates or public sector employees in basic theory and skills of management. The other, currently being developed by A.I.D. is the Graduate Management School in Guayaquil.

This is aimed at the private sector with the intention of preparing and developing more and better business executives, to make available to businesses better management resources, and to carry out research of new policies, systems and procedures regarding company management.

Finally, there are the teacher training or normal schools as well as faculties of pedagogy in the three main universities. In addition, there are five medical schools which graduate approximately 1200 doctors per year.

English language training is a major constraint in Ecuador for students wishing to go abroad for graduate or technical study. The Catholic University has a comprehensive program in English. However, the program is formal without a great deal of flexibility for individualized instruction. The British Council also offers a formal program for students preparing for technical training in English or for the Cambridge Certificate. Then there are numerous small firms which provide an uneven quality of courses in technical, conversational or commercial English. A notable exception among these firms is one which the Fulbright Commission uses to prepare students for graduate study in the States. This firm - CILDSE -

provides a TOEFL oriented program with considerable flexibility and a capacity for individualized instruction. (See Section VI)

B. Other Donor Training Activities

Ecuador enjoys a varied set of training activities sponsored by European donors such as Italy, West Germany, Spain, Belgium, the Netherlands and the United Kingdom. Each provides about six scholarships per year for Ecuadorians. The scholarships are at the graduate level, and most are in technical areas such as petroleum engineering, geological exploration or management of natural resources. Some, however, are in the humanities or arts, particularly those from Spain and Belgium.

In addition, the international donors such as UNDP and IBRD provide training through technical assistance projects. The UNDP sponsors a wide range of training through projects implemented by UN agencies such as UNESCO, ILO and UNIDA. Most of the training is short term, but some long term scholarships are provided. Training areas include public administration, statistics, social planning, appropriate technologies, distance teaching, small industries and handicrafts, airport management, population and family planning, and maternal-child health care. The IBRD sponsors technical training

through projects in dam construction and housing promotion, petroleum exploration, veterinary science and remote sensing. In addition, OAS sponsors similar types of technical training through its projects. Participants are sent to the USA, Argentina, Brazil, Mexico and to Western Europe.

C. Soviet and Bloc Training Activities

While the Febres Cordero administration has discouraged Soviet and Bloc training recently, there has been considerable activity in this regard in the past 10 years. The Ecuadorian press reported that only 20 scholarships are offered by the Soviets and 10 by Eastern bloc countries each year. In reality, the numbers are probably 3-4 times this amount with about 60 per cent going to USSR, 30 per cent to Eastern Europe and 10 per cent to Cuba.

Most of the training is technical in nature, particularly in engineering and done at both the undergraduate and graduate levels. English is the language of instruction. The target group tends to be younger individuals from rural areas, and who show leadership potential but who do not come from prominent families. A few students go to the U.S.S.R. for study in the arts or on sports scholarships.

Until recently the Soviets have been quite active in recruiting participants. Either the Soviets traveled extensively to recruit them directly, or they did so through a legally operating Communist party. The current administration has not been sympathetic to the Soviet recruitment and this appears to have muted that recruitment. Some Ecuadorians have gone to a number of Eastern bloc countries, including Albania and Bulgaria, and the vice president of Catholic University-- the most prestigious university in Ecuador -- went to the People's Republic of China for a visit while Chinese dignitaries came to Ecuador as part of an exchange.

Generally a U.S. degree is more prestigious than one from USSR. Also, not all Soviet trained participants can secure jobs readily upon their return. However, the few trained in the arts do get jobs easily.

D. Recent Training Activities

USAID/Ecuador's training in the U.S. and Puerto Rico since FY 81 to date is as follows:

<u>ACTIVITIES</u>	<u>FY 81</u>		<u>FY 82</u>		<u>FY 83</u>		<u>FY84</u>	
	L	S	L	S	L	S	L	S
Type of Training								
AID/W Regional								
Training for Development	3							
LAC/TI					4	24	6	22
Energy Conservation					2		3	5
LASPAU					2		7	
EHR projects								16
ARDN projects								19
HN projects							1	6
SDA projects						2		
University of Florida	6		6		1		3	
Grand Total	9		6		9	26	20	68
Total Contract	6		6		5	-	13	5
Total AID-Direct	3		-		4	-	7	63
Female Participants					1		5	2

There have been some reporting errors. Some participants have been reported by contractors to AID/W but not reported to the Mission. The Current Congressional Presentation total was 136 participants in training in the U.S. in FY-84. This does not include the University of Florida unreported participants.

It should be noted that there are many more Ecuadorians studying in the U.S., most of whom [are] finance themselves or are financed by their families; Others are [or] sponsored by private or GOE institutions. In 1982, for example, the total number of Ecuadorian students in the U.S. was 1310. (Open Doors p. 145).

#### IV. Projected AID Training Activities: FY 86 and FY 87

##### Introduction

Training activities have been organized into the three major sectors of:

- A. Production and Productivity in the Private Sector
- B. Basic Human Needs Sector
- C. Reorientation of the Public Sector

The training programs in each sector are divided into major

project areas and categorized by project funding and Latin American Caribbean Training Institution (LAC II) funding. Project training can be held in Ecuador, in another country or specifically in the United States including Puerto Rico. LAC II funding is only used for training to the United States. The projections were derived from discussions with all the program managers on their estimated training needs at this time. It should be emphasized that these projections are <sup>preliminary</sup> and should be looked at as a management tool for setting priorities within the Mission.

The estimated costs for project training by program area is depicted in Table IV-1. The distribution of project funds for both FY 86 and FY 87 is as follows.

- <u>Production and Productivity:</u>	79 per cent
Private sector development:	(63%)
Agriculture & Rural Dev.:	(13%)
Graduate Management Institute:	(3%)
- <u>Basic Human Needs:</u>	17 per cent
Health, Population, Nutrition	(16%)
Housing & Urban Development	(1%)
- <u>Public Sector Reorientation</u>	<u>4 per cent</u>

N = \$7,038 ('000)

Estimated costs for LAC II Training Programs according to major program area are shown in Table IV-2. The distribution of LAC II funds for both FY 86 and FY 87 is as follows:

- <u>Production and Productivity:</u>	44 per cent
Agriculture & Rural Development	(20%)
Private Sector Development	(17%)
Graduate Management Inst.	(7%)
- <u>Basic Human Needs</u>	33 per cent
Health, Population, Nutrition	(28%)
Housing & Urban Development	(5%)
- <u>Public Sector Reorientation</u>	<u>23 per cent</u>
	N = \$2,804 ('000)

(!)

TABLE IV-1  
ESTIMATED COSTS FOR PROJECT TRAINING PROGRAMS

FY 86 & FY 87

(thousands dollars)

	<u>FY 86</u>	<u>FY 87</u>	<u>TOTAL</u>
Agricultural & Rural Development	575	375	950
Private Sector Development			
Small business	400	600	
Technical Skills	600	1200	
Capital Markets	--	300	
Small Grants, OPG's	500	500	
Agric. Exports & Investments	<u>160</u>	<u>160</u>	
	1660	2760	4420
Graduate Management Institute	86	108	194
Housing & Urban Development	45	46	91
Health, Population, Nutrition	645	450	1095
Drug Education	24	24	48
Public Sector Reorientation			
Fiscal Administration Dev.	20	20	40
Training for Development	60	60	120
National Directorate of Environment	<u>50</u>	<u>50</u>	<u>80</u>
TOTAL	\$3165	\$3873	\$7038

TABLE IV-2

ESTIMATED COSTS FOR LAC II TRAINING PROGRAMS

BY MAJOR PROGRAM AREA FY 86 & FY 87

(thousand dollars)

	<u>FY 86</u>	<u>FY 87</u>	<u>TOTAL</u>
Agriculture & Rural Development	408	151	559
Private Sector Development	182	302	484
Graduate Management Institute	86	100	186
Housing & Urban Development	65	65	130
Health, Population, Nutrition	264	529	793
Drug Education	20	20	40
Public Sector Reorientation			
Fiscal Administration	136	136	272
Energy, Environmental Institutes	97	141	238
Scientific Conferences	<u>51</u>	<u>51</u>	<u>102</u>
Total:	\$1309	\$1495	\$2804

A. Production and Productivity in the Private Sector

The overall objective is to increase private sector production and productivity in comparative advantage sectors in which there is the greatest potential for employment generation. Mission programs within this sector include:

- Agriculture and Rural Development
- Private Sector Development
- Graduate Management Institute

Training is focused on increasing agricultural production and productivity within the private sector. Emphasis will be on human resource development in the following sectors:

- agribusiness
- non-traditional exports
- small scale enterprise
- investment promotion
- capital markets development
- technical skills development

The private sector strategy of A.I.D./Ecuador is to support structural adjustment with interventions which strengthen the capacity of private business to produce competitively and to

strengthen the capacity of private sector representative organizations to participate in a policy dialogue with the government. The above sectors are of clear relevance to the success of macro-level goals of increases in foreign exchange earnings and private capital formation and increased levels of activity and employment in the domestic economy.

In all of these key sectors, human resource development has been identified as an investment necessary in order to realize the potential of the private sector. Consequently, training is focused on establishing better technical and managerial skills in the institutions within the agricultural sector as well as support facilities in the marketing, financial and technical skills areas.

In the agricultural areas, emphasis will be training in irrigation management, land titling, forestry and academic training in strengthening the agricultural and polytechnical universities. The Mission is making an effort to build agricultural training programs concerned with improving producer cooperatives and commodity associations. In an attempt to control the serious problems in the coffee, cacao and shrimp industries, the Mission will attempt to increase the training in these areas.

Table No. IV-3 describes the types of training planned during the FY 86 and FY 87 period. About 423 trainees will be involved in agricultural and rural development programs. Short-technical training in various aspects of forest management and nursery production in Ecuador and third countries will involve about 320 participants. Irrigation management courses both in Ecuador and in the United States will comprise 45 trainees. Land titling technical and academic training will be held in the United States. LAC II funds could be used for both academic and technical training in irrigation management and post graduate studies for professors from the polytechnical universities during their sabattical leaves. They could also be used for master level training for professors from the agricultural universities. Environmental programs involving P.V.O.'s such as the Natura Foundation could also use training. During the next two years, LAC II funds will train about 29 Ecuadoreans in the United States while project funds will sponsor 38 persons.

Table No. IV-4 describes in detail the numbers of trainees planned

TABLE IV-3  
AGRICULTURE AND PRIVATE SECTOR DEVELOPMENT  
PROJECTED TRAINEES IN FY 86 AND FY 87  
BY PROJECT TYPE AND LAC/TI

Project Type	FY 86		U.S.		FY 87		U.S.		In-C	TOTALS		U.S.	GRAND TOTAL
	In-C	3rd C	A	T	IN-C	3rd C	A	T		3rd C	A		
Agric. & Rural Dev.													
Agric. Reorientation			3			3					3		6
Integrated Rural Dev.	30			15		2	7		30		7	15	54
Forestry & Nat. Res.	160	1	2	1	160				320	1	2	1	324
Land Titling			2	8							2	8	10
TOTAL	190	1	7	24	160	5	7		350	1	5	14	394
LAC-TI			17	12							14	12	29
<u>Private Sector Projects</u>													
Small Business Project	520	15			2620	15			3140				3170
Technical Skills	540	5	5		4130		5	10	4670	30	5	15	4695
Capital Markets Dev.					30	20		20	30	20		20	70
Small Grant OPG's	2100	10			2420	5			4520	15			4535
Ag. Exports, Invest.	100	5	15		90	5		15	190	10		30	230
TOTAL	3260	35	20		9290	45	5	45	12550	80	5	65	12700
LAC-TI			4	28			4	38			8	66	74
Graduate Management Institute			4				5			9			9
LAC-TI			4					4		4	4		8
GRAND TOTAL	3450	1 35	36	64	9450	50	21	87	12950	1 85	57	171	13214

3/A

under the Private Sector Projects. The following is a summary of the projections of numbers of trainees by project type:

Small Business	3,170
Technical Skills	4,695
Capital Markets	70
Small grants, OPG's	4,535
Agric. Exports & Inves.	230
Sub-total:	12,700
LAC - II	72
TOTAL	12,773

The emphasis on training will be established with the Graduate Management Institute in Guayaquil under a consortium of universities in the United States. During the next two years nine professionals will be training in the U.S. at the post graduate level in order to help staff this new management institute. LAC II training will fund an additional eight professionals for the institute during FY 86 and FY 87.

TABLE IV-4  
PRIVATE SECTOR PROJECTS & LAC TI TRAINING PLAN  
BY SKILL AREA - FY 86 & FY 87

	FY 86			FY 87		
	In-C	3rd C	U.S.	In-C	3rdC	U.S.
<u>Small Business Project</u>						
Trainees	20			20		
Leaders of associations & representation groups	300	5		400	5	
Technical Staff & Consultants for small industries	50	5		100	5	
Credit/Finance staff for private sector financial inst.	50	5		100	5	
Small business people	100			2000		
<u>Technical Skills Project</u>						
Trainees of vocational trainers	10	5	5			5 10
Vocational skill trainees	30			100		
Skilled workers	500			4000		
<u>Capital Markets Project</u>						
Financial specialists & mgrs. of major capital mkt. insts.						10
Capital mkts. supervisory staff				10	10	10
<u>Small Grants, OPG's</u>						
Financial sector intermediary staff	1000	5	5	2000	5	5
Commercial sector mid-level staff	500					
Micro-enterprise credit staff	20	5		20	5	
Micro-enterprises	400			400		
<u>Exports &amp; Investment</u>						
Wood products industrialists	40			40		
Fruits, exportable products & dairy products	30		10	30		10
Investment specialists	20	5	5	20	5	5
Export managers	10			10		

B. Basic Human Needs Sector

The overall objective is to expand access to resources, infrastructure, and related services through model low cost delivery systems in health, population, rural development, housing and nutrition to vulnerable groups throughout Ecuador.

The basic goal in the health and housing areas is to reduce the incidence of disease, infant mortality, malaria morbidity and mortality, improve the provision of low cost health and nutritional services, and install rural water supply and sanitation model systems in 60 communities.

In order to achieve this goal, the Mission will assist in the vital area of human resources. Training programs in three major areas of the health sector are planned. Health management will be improved through the Ministry of Health provincial and area level training programs. A private sector health and hospital management system will be initiated through a type of health maintenance organization (HMO) through the American University Public Health Association (AUPHA). Integrated rural health has three components

receiving training:

- Health management                    69 trainees
- Child survival                        2044 trainees
- Water sanitation                    160 trainees

The malaria control program has both long and short-term training of SNEM personnel in vector control field operations, epidemiology, entomology and administrative management. In-country training for short two day workshops for community volunteers will start with about 1,040 local people. Technical courses for six weeks will also be held in the U.S.

Community nutrition training will involve about 100 people in week-long workshops within Ecuador. Another 16 professionals will be trained in various technical and academic fields in third countries and the U.S.

LAC TI training will focus on Social Demography, Public Health Nutrition, and Hospital & Health Administration. During FY 86 and FY 87, 21 professionals will be trained in graduate level programs in the United States and another 36 will attend short technical courses in the U.S. Table IV-5 provides a breakdown of the training in the Basic Human Needs Sector.

TABLE IV - 5  
 BASIC HUMAN NEEDS SECTOR: PROJECTED TRAINESS IN FY 86 & FY 87  
 BY PROJECT TYPE AND LAC TI

Project Type	FY 86				FY 87				TOTALS				GRAND TOTAL			
	In-C		U.S.		IN-C		U.S.		3rd C		U.S.					
	T	A T	A	T	T	A T	A	T	A	T	A	T				
<u>Health, Population, Nutrition</u>																
Int. Rural Health	1210	20	2	6	1000	10	25		2210	30	2	31	2273			
Health Management	50	15	2	2												
Child Survival	1000	5		4												
Water Sanitation	160															
Malaria Control	40	1	9	8	1040	2	3	8	1080	3	12	16	1111			
Community Nutrition	50	5	2		50	5	2	2	100	10	4	2	116			
LAC TI			10	14			11	22			21	36	57			
TOTAL	1300	1	34	14	2090	2	18	13	57	3390	3	52	85	3557		
<u>Housing Urban Dev.</u>																
Housing Urban Dev.	120	25			120	25			240	50			290			
LAC TI			50				50				100		100			
TOTAL													390			
<u>Drug Education</u>																
Drug Education				2								2	2			
LAC TI			6				6				12		12			
GRAND TOTAL	1420	1	59	14	86	2210	2	43	13	113	3630	3	102	27	199	<del>3947</del> 3951

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Housing and Urban Development Sector will focus on assisting the urban poor in affordable housing and urban services. Training efforts have concentrated on the technical and administrative areas of shelter and urban development programs. With the new National Shelter Delivery System Project, the Housing and Urban Development Office has brought together professionals and high level administrators of the various implementing institutions to participate in AID sponsored training efforts including the useful work of the Latin American Training Center in Panama. Training needs are summarized in Table IV-5 for a total of 290 professionals going into project training and another 100 for United States LAC II training. Table IV-6 projects the training needs over the next two fiscal years by topics of interest presented as in seminars and short-term courses funded through the Latin American and Caribbean Basin training initiative. All training is short-term technical training during the next two years.

The final program in this sector is the Drug Education training. This is a narcotics use prevention program with six agencies involved. Two people will go the United States under a grant to visit drug education programs. LAC II will send two people

TABLE No. IV. 6

## HOUSING AND URBAN DEVELOPMENT TRAINING PLAN

INTEGRATED SHELTER AND URBAN DEVELOPMENT PROJECT  
 ECUADOR LOW INCOME HOUSING PROJECT  
 NATIONAL SHELTER DELIVERY SYSTEM PROJECT

Project Name	FY 86			FY 87		
	In Country	3rd Country	U.S.	In Country	3rd Country	U.S.
Housing Finance Policy	4	4	8	4	4	8
Resource Mobilization	8	2	6	8	2	6
Financial Linkages and Secondary Markets	4	5	-	4	5	-
National Housing and Urban Development Policy	7	-	8	7	-	8
Home Improvement Loan Programs	8	-	-	8	-	-
Financial Management	4	-	4	4	-	4
Evaluation of Housing Programs	6	-	-	6	-	-
Planning of Housing Programs	9	4	4	9	4	4
Comprehensive Urban Development Planning	7	2	6	7	2	6
Appropriate Technologies and Methods	6	2	-	6	2	-
Housing Project Management	8	-	-	8	-	-
Urban Cadaster	9	2	6	9	2	6
Municipal Finance Management	9	2	4	9	2	4
Employment Generation	6	-	-	6	-	-
Municipal Service User-Changes	8	2	4	8	2	4
Construction Finance	4	-	-	4	-	-
Long Term Mortgage Finance	4	-	-	4	-	-
Community Development	9	-	-	9	-	-
No. of Participants	120	25	50	120	25	50
Cost Per participant	US\$ 200	850	1300	200	850	1300
	US\$ 24000	US\$21250	US\$65000	US\$24000	US\$ 21250	US\$65000
	COST 1986 \$110,250			COST 1987 \$ 110,250		

Potential Participating Organizations:  
 Central Bank  
 Ministry of Finance  
 Ecuadorean Housing Bank  
 Ecuadorean Development Bank  
 Municipalities  
 Intermediary Finance Entities

NOTE: ALL TRAINING IS TECHNICAL AND SHORT TERM

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from each of the six agencies each year for drug education.

C. Public Sector Reorientation

Training to improve the public sector professional and managerial groups is focused on the managers, supervisors, and technicians in the Ministry of Finance and the Directorate of National Personnel. Training for specific activities within the Ministry of Finance will include the following activities:

- Improving the collection systems by training technicians
- Improving the returns filing compliance system
- Improving the audit system
- Restructuring the process system
- Reorganization of the Directorate General of Revenue by training the managers

This training program is of critical importance in increasing tax revenues and the productivity of the GOE fiscal management capability. Over the next three years, about 555 participants will be trained in-country and another 141 will be going to the United States for short-term technical training.

Another key training program is the Training for Development Project which hopes to train a minimum of 1,000 high-level officials

TABLE IV - 7, (con't)  
PUBLIC SECTOR TRAINEES IN FY 86 AND FY 87  
BY PROJECT TYPE AND LAC TI

Project Type	FY 86			FY 87			TOTAL			GRAND TOTAL
	In-C	U.S.		In-C	U.S.		In-C	U.S.		
	T	A	T	T	A	T	A	T		
<u>LAC TI</u>										
National Institute for Energy (INE)			2			2			4	4
DIGEMA			2		2	2		2	4	6
National Hydrocarbons Directorate		2	7		2	7		4	14	18
National Inst. of Electricity										
Polytechnica Institute										
National Directorate of Environ- ment & PVO's			5			5			10	10
Scientific Conferences			15			15			30	30
TOTAL LAC II:		2	31		4	31		6	64	154
GRAND TOTALS:	540	2	75	750	4	73	1290	6	148	1444

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from the Directorate of National Personnel and other agencies concerned with human resource management and training . This in-country training will be executed by the National Directorate of Personnel through seminars and conferences.

Table No. IV-7 indicates that about 1444 Ecuadoreans will be trained under various AID sponsorships during the next two fiscal years. Fiscal administration development will be the focus of the public sector training with 210 participants scheduled for in-country training and 80 for U.S. training under LAC II funds during the first two years of this priority project. Projects in other key government agencies will send about 1080 for in-country training and another 74 are planned for technical and academic training in the U.S. LAC II sponsored trainees will number about 148 during the next two fiscal years.

#### V. Annual Plan for Regional Training Project

##### A. Summary of FY 85 Program

The FY 85 LAC/II program has been implemented according to the approved proposal in Quito 1922, February 12, 1985. The funds have been distributed in the Mission priority areas of private sector

TABLE IV - 7  
PUBLIC SECTOR TRAINEES IN FY 86 AND FY 87  
BY PROJECT TYPE AND LAC TI

Project Type	FY 86			FY 87			TOTAL			GRAND TOTAL
	In-C T	U.S. A T		In-C T	U.S. A T		In-C	U.S. A T		
<u>Fiscal Administration</u>										
<u>Development</u>										
Collection Systems				35			35			35
Returns Filing Systems				35			35			35
Audit Systems				50			50			50
Processing Systems				30			30			30
Reorganization of DGR				60			60			60
TOTAL				210			210			210
<u>LAC TI Fiscal Administration</u>										
Auditing		6			6			12		12
Delinquent Collections		6			6			12		12
Returns Compliance		6			6			12		12
Processing		6			6			12		12
Customs Administration		16			16			32		32
TOTAL		40			40			80		80
Training for Development	500			500			1000			1000
National Directorate of Environment (DIGEMA)	40	4		40	2		80	6		86

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development, basic needs and public sector orientation. All funds have been obligated with the exception of one engineering candidate. An agreement has been signed with the Ministry of Agriculture to finance short-term training for small farmers. Also, a M.S. candidate in Entomology, from the Agricultural Technical University of Esmeraldas is planned for U.S. training. In addition plans are underway for incorporating nutritional education in the curriculum of all Agricultural Technical Universities. One professor from the Technical University of Ambato will depart September 15, 1985 to begin M.S. training in this area.

In the Housing and Urban Sector two members from the Ecuadorean Housing Bank attended a short-term course in Housing Policy Development at MIT. Another candidate will attend the same course in three months.

In private sector development, one Ph.D student in business administration is pursuing her degree at Yale and will assume a professorship at the Graduate Management School, a project recently implemented by AID.

Two journalists will also pursue M.S. degrees in Public Communications and one undergraduate mid-level computer candidate is

planned for long-term training.

Two additions have been made to the FY 85 proposal, in order to accommodate two long-term training programs which the President's Office of Ecuador believes essential for better performance of the National Secretariat of Public Administration: One M.S. degree in Computer Engineering and one M.S. degree in Engineering Administration. Both these programs are underway and academic training will begin by September, 1985.

B. Special Concerns

Ecuador has experienced considerable progress in the past 20 years particularly as a result of petroleum production. This can be seen as follows:

Ecuador - Social Indicators - 1960,1970,1980

	<u>1960</u>	<u>1970</u>	<u>1980</u>
Crude Death Rate (per thousand)	16.6	12.9	9.6
Life Expectancy (years)	50.7	55.9	61.2
Infant Mortality Rate (per thou)	140	107	82

School Enrollment (%)

Primary	83	97	107
Secondary	12	22	40
Superior	3	8	37
Per Capital Energy(Kg Coal =)	216	319	692
Radio Receivers (per thousand)	38.4	285.1	317.2

Source: IBRD World Tables

Despite this remarkable social progress, the Mission's Social and Institutional Profile demonstrates that Ecuador still displays many characteristics of a severely underdeveloped country. Income distribution nationwide is unbalanced. For example, 40 per cent of the population receives only 7 per cent of the income. Also, 80 per cent of the landholders have only 12 per cent of the present agricultural land; but the top 2 per cent of the landholders have 50 per cent of the land. Moreover, the government estimates are that around 50 per cent of Ecuador's workers are underemployed and do not earn enough to satisfy their basic needs.

Rural poverty is especially marked and is concentrated in the Sierra. According to IDB estimates, about 2.6 million rural

inhabitants live in poverty. These are basically small farmers, small holders and agricultural laborers, who represent about 60 per cent of the rural population. The per capita income for this group in 1983 was estimated at US \$ 295, or 25 per cent of the average income for the rest of Ecuador's population, estimated at US \$1,160 per capita. Adult literacy is around 40 per cent compared to 82 per cent nationally. About 70 per cent of all rural children drop out of school by the fourth grade.

The critical situation of rural poverty does not, unfortunately, imply the absence of urban poverty. The slums of Guayaquil manifest one of the worst conditions of urban misery in Latin America. Most of the workers are in a state of permanent underemployment, 50 per cent of the households are headed by women who lack any kind of economic and social mobility, and access to basic social services is minimal.

Minorities and women are the two main groups who evidence poverty. Over 60 per cent of the rural inhabitants of the Sierra are Indians in various degrees of integration with Spanish-speaking society, though they are also found in urban and coastal pockets. In addition these are coastal pockets of Blacks estimated to number

300,000. The traditional values of Ecuador's Spanish oriented culture imposes serious barriers to the socio-economic mobility of these groups, making it especially difficult for them to escape from poverty. For example, the dependency situation of the small Indian farmers in the Sierra, under which they must seek at least part-time wage income to supplement that from their small holdings, bears close resemblance to the historical patrón-peón relationships.

Further obstacles are faced by women, urban and rural. Typically, the urban poor person is a woman head of household, with a primary education or less, who entered the labor force between ages five to fourteen. The rural women are largely bound to traditional roles as wives and mothers, and the process of improving and recognizing their participation in society is very slow. In addition, they are subject to various forms of open and disguised discrimination. Women's access to educational opportunity with few exceptions, is also limited to certain traditional fields, and many of those who succeed in fields traditionally dominated by men usually face serious difficulties in advancing their career in those fields.

The Mission is currently developing training programs to address the special concern of minorities and women. The following are examples of those developed for FY 86 & FY 87: There are three groups of rural poor who will be going to the U.S. for two week observation tours of agricultural systems. These are:

- 20 campesinos <sup>to</sup> will observe wheat, barley and rice production.
- 5 small dairy and cattle ranchers <sup>to</sup> will visit animal production
- 5 small vegetable and fruit growers <sup>to</sup> will visit horticultural sites.

Also, 20 campesinos will observe artificial insemination practices in Puerto Rico.

One woman will take a B.S. in Special Education to prepare for work with disadvantaged children at the Institute for the Children and the Family (INNFA).

Two women from low income families will be trained in computer programming and administration.

Two women journalists will study and work in aspects of journalism in Puerto Rico.

One woman in the nutrition/social welfare Department (MOH) will study a MPH at University of North Carolina.

C. Innovative Programming

USAID/Ecuador is pursuing a fresh look at selecting, programming and following up participants in collaboration with USIS. This "joint agreement" whereby key USAID and USIS personnel form a Mission Training Committee is examined in more detail in Section VI-B under the Administration of training. It is expected that USAID will profit from the membership of USIS personnel on the Committee who have had considerable experience screening and selecting qualified candidates for training. Given the limited number of USDH staff at the Mission and the fact that personnel ceilings are not likely to be raised in the near future, the Mission proposal to collaborate with USIS and to utilize its resources and expertise is eminently sensible.

The Mission is exploiting the flexibility of LAC II to reinforce project related training in imaginative ways. For example, 50 trainers of trainees in tax administration will undergo course work in streamlining and improving tax structures and public investments. Under a Mission waiver they will be trained by a U.S. consulting-firm in Ecuador. It is expected that they will train about 500 tax administrators. This activity will reinforce the

Fiscal Administration for Development project. In another case a woman is studying for her Ph.D. in Business Administration at Yale University. Upon completion she is expected to assume a professorship at the Graduate Management School in Guayaquil, a project which the Mission has recently implemented. Additional funds from LAC II will be needed for her to complete her training. In a separate effort LAC II funds will be used for an electrical engineer from the private sector to pursue an M.S. in engineering administration at George Washington University. As an employee in a hydroelectric firm the training is targeted for increased efficiency of that firm.

While the possibility for undergraduate training exists under LAC II funds, the Mission has elected to use them for graduate and short term training. These two types fit more appropriately with the overall goals of increased private sector productivity, meeting basic needs, and public sector streamlining. In addition, undergraduate training is available in the 17 institutions of higher learning.

D. Special Programming

1. English

English language capability is a significant constraint to implementing U.S. participant training. High schools teach English as a second language, but the instruction is more translation than language learning. The same case exists at the instruction level. As a result most participants, even those who come from the better Universities or colleges, are limited in their overall English language proficiency.

Participants with low proficiency have been sent to ALI/GU for three to six month immersion training prior to beginning graduate or extended technical programs. This may have led to the selection of participants who were perhaps less appropriate than those without or with insufficient English language skills. In addition the costs of English language training at ALI/GU exceed \$1,000 for monthly tuition and maintenance allowance.

Therefore the Mission prefers a two-stage English language training program. This is most appropriate for long term training, but could also be used for extended short term training. Participants would be brought up to minimum level in Ecuador (TOEFL 450-475); and they would be "topped off" in the U.S., most likely at ALI/GU. While this two-stage program would provide cost savings of 50 per cent over using ALI/GU only, it would require assistance to strengthen in-country English language capability. It is strongly urged that the Mission investigate the possibility of assistance from S+T/IT which is developing a project to strengthen in-country English language training capabilities. Assistance would be comprised of instructional improvement, management and scheduling of programs, texts and facilities.

As noted earlier in the CTP, English language training capabilities lie with the Universities, the British Council and private sector firms. The most promising of the firms is Cent Internacional de Lenguaje Dinámico y Servicios Educativos (CILDSE). Not only has CILDSE trained Fulbright Grantees effectively, but a brief examination of its programs and

resources suggests that with adequate assistance CILDSE could handle the training of an increased number of participants for short and long term training.

CILDSE offers courses in standard and technical English. The courses are broken into six levels: basic (2), intermediate (2) and advanced (2), each 40 hours long and given on an intensive basis. Special courses, also 40 hours long, provide preparation for the GRE and TOEFL exams. Also, there are tailored courses for business, commercial and certain types of technical English (eg. engineering).

Instruction is individualized and flexible with tutorial sessions given as needed. Classes have no more than 10 students. Most students come in at basic and intermediate levels and from a professional or technical background. Most of those preparing for the TOEFL exam are Fulbright sponsored. CILDSE has ten teachers, five of whom are native speakers of English. The other five are Ecuadorian, but with advanced English proficiency. There are seven classrooms, but no language laboratory. However, cassette and Betamax facilities are provided to enhance the teaching-learning environment.

CILDSE prides itself on providing individualized instruction, small classes and an informal ambience to promote conversational English, as well as formal training geared to academic study. It also attempts to insure an American orientation with the use of the respected Modern American English series of texts.

## 2. Orientation Programs

Orientation programs consist of extensive interviews between the Training Officer and participants. The purpose is to prepare participants on administrative matters such as travel, maintenance and initial problems when entering the United States. The Fulbright Commission conducts a more extensive orientation program for academic scholars entering U.S. Universities. The Mission is exploring possibilities of collaborating with the Fulbright orientation [so as] to expand it and make it more flexible. <sup>if should</sup> [so as to] serve AID participants who depart for the U.S. all year round. Another possibility is to build orientation into the English language training programs.

## 3. Enrichment and Exit Programs

As part of the management of participants in the U.S. by the Fulbright Commission, participants will receive enrichment

programs and exit interviews. For participants managed by S+T/IT (if any) through Mission funded PIO/P's, then enrichment programs will be built into their TIPS. Similarly, the Partners for International Education and Training (PIET)- the contractor for S+T/IT- will conduct exit interviews for the same participants managed by S+T/IT.

4. ~~E~~. Gray Amendment Programming

The Mission foresees no problems with following Gray Amendment requirements and will make a special effort to utilize those institutions.

VI. Administration

A. Mission Staffing

The Mission Training Division is part of the Program Office. The division is headed by a Training Officer who reports directly to the Program Officer. To date the Training Officer has no staff and primarily handles the documentation of participant trainees. The Mission will be strengthening this Division as the Training Officer will receive a secretary who may also provide administrative

assistance. Other planned improvements in staffing will be included in the Mission Training Committee, described below. In addition the Mission will install and operate the newly developed Participant Training Management System (PTMS) which has recently been pilot tested. The PTMS will report on planned, ongoing and past training activities. The promised software from S+T/IT for the PTMS is eagerly awaited.

B. Mission Training Committee

The Mission has long used an informal system for planning and implementing participant training. As part of the Country Training Plan and the need to implement LAC II and project training more efficiently, the Mission is establishing a Training Committee. This will be a unique effort as part of a "joint agreement" between A.I.D. and USIA. Very simply, the Mission intends to use the established operations of the Fulbright Commission to implement both academic and technical training in the LAC II project and project funded training.

The Mission Training Committee (MTC) will be comprised of the following members:

- program officer
- training officer
- technical officers (as relevant)
- Embassy representative (as appropriate)
- Fulbright Commission Director

The Fulbright Director will continue in his position with the Commission, but now will have the additional responsibilities of serving on the Mission Training Committee (MTC). His increased salary as well as the salary of an assistant will be paid through PD+S funds. The Fulbright Director is a highly qualified and respected Ecuadorian and will lend a host country perspective to the Mission's participant training programs.

The Mission Training Committee will have three main responsibilities: screening and selection of candidates; management of participants in the U.S.; and follow-up/evaluation of the training programs.

1. Screening/Selection. Under the direction of the Fulbright Director, the assistant and the Training Officer will be responsible for identifying qualified candidates through their

contacts with public sector Ministries and private sector businesses and institutions. The MTC will then establish selection criteria, plan language training and orientation, and recommend candidates for approval by the Office of the President (National Secretariat of Public Administration).

2. Management of Participants. In the interest of cost-effectiveness the Mission believes that it can manage the training of participants through the Fulbright Commission in Washington D.C. Just as the Commission pays stipends and provides support services to Fulbright Grantees while they are in the U.S., so the Commission will do the same for USAID/Ecuador participants while they are in training. Mission LAC II and project training funds will be transferred to the Fulbright Commission for this purpose.

3. Follow-Up/Evaluation. The MTC will oversee the follow-up activities of participants. This will be implemented through an AID sponsored endowment fund established for this purpose. The Training Officer will coordinate these activities as well as the evaluation of returned participants.

C. Mission's Selection Criteria and Implementation Process

In agreements with the National Secretariat of Public Administration for public sector candidates, and with businesses and institutions for private sector candidates, the MTC will ask them to recommend criteria to be applied for the selection of candidates. The following principles will guide the choice of the selection criteria:

1. Development needs of Ecuador
2. Qualifications of academic candidates
3. English language proficiency (if appropriate)
4. Cultural adaptability of the candidate
5. Social and economic status of the candidate
6. Sex of candidate (preference given to women)
7. Financial need of the candidate

Given the priorities of the LAC II project, the MTC will pay special attention to the last three criteria. The MTC will seek out and give priority to women candidates, those of minority or disadvantaged status, those with serious financial needs, (or in the case of private sector firms, the financial need of the candidate's employer), and those from rural areas. The MTC will pursue an activist policy of selecting candidates with leadership potential

and areas of interest that fall within the spirit of the LAC II project and the Mission's development concerns of growth with equity.

D. Monitoring Plan

As noted above the Mission expects to receive the PTMS software for the WANG word processor from S+T/IT. In addition, the Training Officer will receive secretarial/administrative assistance. This will free the Training Officer for other duties so as to permit closer monitoring of participants, especially those in long-term training. Also, the Training Officer will be better able to plan activities and provide administrative support. These two inputs should enable the Training Officer to make monitoring as much as possible a continuing personalized relationship between the participants and herself.

E. Follow-Up Plans and Activities

The Mission is planning to establish an association for returned participants. With the assistance of the PTMS, the Training Officer will be able to enter their names and relevant information so as to strengthen regular contact between them and the Mission. One possibility is to link the USAID association with the returned Fulbright Grantees' association. The USAID association will carry

out the type of activities described in Attachment 30A of Handbook 10.

Special attention will be paid to follow-up activities for returnees in rural areas by sending them material, newsletters or subscriptions to journals relevant for their professional growth. The Mission will explore possibilities of establishing a modest endowment fund to finance these materials and activities. Lunches or dinners will be arranged for returned participants and arrangements will be made for the Ambassador or AID mission Director to attend them. In addition, U.S. consultants to the Mission for project development will be obliged to conduct a half day seminar for returned participants. The returned participants will be selected according to the academic or technical area in which they have been trained. The endowment fund will pay their expenses.

F. Evaluation

The Training Officer will administer two questionnaires for returnees which have been developed by S+T/IT. The first will be administered to the participant immediately upon return to tap the participants' views on their recent training. The second will be administered a year or more after return to tap the participants'

longer term view of the training experience, the social and economic impact of the training, and the quality and activity of follow-up activities. The questionnaires are simply worded and constructed and allow for easy hand tabulation by the Training Officer. They are accompanied with straight forward guidance on analysis and interpretation of the data. It will also be possible for the questionnaire data to be entered into the PTMS for analysis of larger numbers of participants.

G. Coordination with other AID Activity and Other Donors

As noted in the Introduction, LAC II training should reinforce project related training, but not necessarily parallel it; and certainly not supplant it. On the other hand LAC II funds will be used to fill gaps left in project implementation. The Mission Training Committee will alert project officers to any possibility between duplication or conflict between project related training and LAC II training. It will do the same to insure that both types of training continue to be coordinated to reinforce one another. The Mission Training Committee will also maintain contact with other donors to avoid duplication. Regarding bilateral scholarship

programs, it will coordinate long term, academic training in the U.S. with that of the European donors. Similarly the Committee will do the same regarding short term training with the UN agencies and the World Bank.

#### H. Coordination with USIA

As noted above, the Mission Training Committee will be an outcome of the "joint agreement" between USAID and USIS. [In addition] The Fulbright Director and an Embassy representative will be an integral part of the Committee. It is expected that USAID will benefit significantly from the Fulbright Commission's expertise. In addition, USAID and USIS expect to implement and coordinate follow-up activities. Clearly, this is a unique opportunity for USAID and USIS to collaborate in a real, "hands-on" way to plan, implement and follow-up participant and Fulbright training.

GENERAL PRELIMINARY GUIDELINES  
FOR A COOPERATIVE AGREEMENT BETWEEN  
USAID AND THE FULBRIGHT COMMISSION IN ECUADOR

This agreement would be based upon: 1) the institutional capacity of the Fulbright Commission to provide assistance to USAID to better implement the Mission's training program, and 2) in the financing of this service by USAID.

I. Responsibilities to be Assumed by the Fulbright Commission

1. Identify the training needs within the respective project components jointly with USAID's Technical Division Chiefs, so that the participant training activities can be planned in a timely, ordered fashion.
2. Define selection criteria for participants in accordance with:
  - priorities set by the Government of Ecuador and USAID in the joint projects.
  - the nature and needs of a project
  - academic background/requirements to be met
  - availability of funds/time in the project
  - ability of the candidate to adapt to situations
  - English language proficiency, when applicable
  - sponsorship of national institutions to facilitate the training activities.
3. Define selection procedures in accordance with above criteria.
4. Strengthen institutional contacts with U.S./third country universities and professional training centers for easier or more advantageous placing of USAID/E participants. These contacts could result in:
  - [obtain] scholarships or financial aid that could broaden the benefits derived at a lower cost.
  - professional linkages between Ecuadorean and U.S. institutions.
5. Provide orientation and briefing sessions to firm candidates through the established Fulbright Centers in Quito, Guayaquil and Cuenca.

6. Directly administer some training grants, as the Mission deems convenient.
7. Initiate formal participant evaluation/follow-up procedures.

II. USAID Responsibilities

1. Provide necessary information for full compliance of functions to be performed by Fulbright.
2. Contribute with required financial resources to compensate Fulbright for the support services it provides.

## INFORMATION ON THE ENGLISH LANGUAGE TRAINING CENTER

## (CILDSE)

Having identified English as an essential language in today's technical and commercial world, CILDSE provides English classes through the use of modern methods and texts, along with a flexible schedule to conform to the needs and time constraints of businessmen, full-time students and employees. Special attention is given to technical English for executives and professionals.

In addition to providing adequate facilities to enhance profitable use of the learning time, the English training center gives particular attention to the learning environment and to extracurricular activities in order to promote conversational English.

The courses are structured to provide the following:

BASIC ENGLISH: Conversational, reading and writing.

PROFESSIONAL ENGLISH: Adequate vocabulary, texts and special activities in accordance with the particular profession.

EDUCATIONAL AIDS: Special materials are available such as tapes and videocassettes.

OBJECTIVES: By the end of the initial three levels, the student will have a basic knowledge.

As lessons progress, their vocabulary will become larger and special emphasis will be given to grammar and usage.

Upon completion of the last two levels the student will be able to speak fluently.

## QUOTATIONS:

The courses may be given in group or individually at the following costs:

Group courses

six levels (40 hrs./level) per student

ANNUAL REGISTRATION FEE	S/. 1,200 (app.\$12.00)
tuition per level:	S/. 3,000 (app.\$30.00)

Individual Courses

ANNUAL REGISTRATION FEE	S/. 1,200
1 student/hour	500
2 students/hour	400
3 students/hour	350
4 students/hour	300

In addition to the flexibility in hours, the teachers may go to a particular institution which provides adequate facilities to give their lessons to groups.

Separate TOEFL, SAT and GRE preparation courses can be given, involving a minimum of 40 hrs., until the student has had the opportunity to complete pertinent preparatory material.

The Center additionally provides marketing, sales, public relations and communication courses at a cost of S/.5,200 for 20 hours, as well as Business English for Secretaries and Translation for Interpreters.

# memorandum

DATE: August 1988., 1988

REPLY TO: MR. SEYMOUR, SAC/DK (WILLIAMS RDY IN JULY)

SUBJECT: Meeting with Mr. Antonio Rizzo, the Vice-President of the Guayaquil Chamber of Commerce

TO: Patricia Salgado, OASID/1 Program Officer

A proposal has been presented by the Chamber of Commerce of Guayaquil in the form of upgrading the local chain products and productivity in Ecuador, with emphasis on the Coastal Region. This proposal involves a combination of U.S. and technical assistance to monitor experience in appropriate areas/countries in the Latin States (e.g., Costa Rica, Guatemala, Honduras, etc.).

The initial training attendance will be worked out through high school and technical schools to identify promising students who, upon return, would gain a profitable job and opportunity; and, of course, a part of employees working with representatives of the Chamber of Commerce, as a record of sponsors.

The estimated amount of this proposal will be handled through the establishment of a selection committee who will make sure that the candidate is well qualified to receive training, identified as necessary. The candidates selected would have their own academic background and could be supported by the United States.

As a counterpart contribution the Chamber of Commerce will also provide support relating to their candidates who have been selected or who have potential for future participation.

The total number of candidates have not been determined. A suggested mix\* to meet the \$200,000 program for 3 two-year "copping on" U.S. participation; and 1200 six-month technical (work/study) participation. This is a FY 86-87 activity.

SRG:SRB/...

\* could be increased.

SECRET

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